

Malcolm C Hursey Elementary

4542 Simms Street
North Charleston, SC 29405

Grades	PK-5 Elementary School	
Enrollment	297 Students	
Principal	LaDene Conroy	843-745-7105
Superintendent	Dr. Maria L. Goodloe-Johnson	843-937-6319
Board Chair	Ms. Nancy Cook	873-760-2635

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	7	11	46	32

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 11 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Below Average	Below Average	No
2004	Below Average	Unsatisfactory	No
2005	Unsatisfactory	Unsatisfactory	No
2006	Unsatisfactory	Unsatisfactory	No

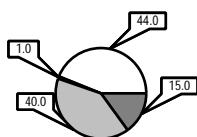
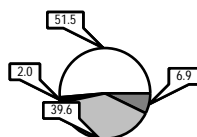
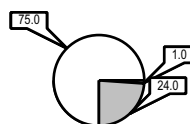
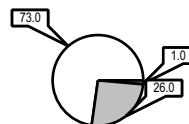
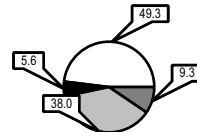
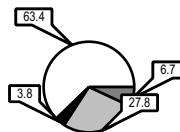
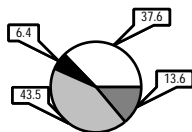
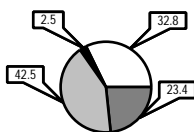
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

92.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	119	100.0	46.2	38.7	14.2	0.9	21.7	Yes	Yes
Gender									
Male	77	100.0	52.2	32.8	14.9	0.0	20.9	N/A	N/A
Female	42	100.0	35.9	48.7	12.8	2.6	23.1	N/A	N/A
Racial/Ethnic Group									
White	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	105	100.0	46.3	37.9	14.7	1.1	22.1	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	87	100.0	33.8	46.8	18.2	1.3	28.6	N/A	N/A
Disabled	32	100.0	79.3	17.2	3.4	0.0	3.4	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	119	100.0	46.2	38.7	14.2	0.9	21.7	N/A	N/A
English Proficiency									
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	115	100.0	45.6	39.8	13.6	1.0	21.4	N/A	N/A
Socio-Economic Status									
Subsidized meals	113	100.0	47.0	39.0	13.0	1.0	20.0	No	Yes
Full-pay meals	6	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	119	99.2	52.8	38.7	6.6	1.9	19.8	Yes	Yes
Gender									
Male	77	98.7	55.2	35.8	9.0	0.0	20.9	N/A	N/A
Female	42	100.0	48.7	43.6	2.6	5.1	17.9	N/A	N/A
Racial/Ethnic Group									
White	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	105	99.0	52.6	37.9	7.4	2.1	21.1	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	87	100.0	41.6	46.8	9.1	2.6	27.3	N/A	N/A
Disabled	32	96.9	82.8	17.2	0.0	0.0	0.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	119	99.2	52.8	38.7	6.6	1.9	19.8	N/A	N/A
English Proficiency									
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	115	99.1	52.4	38.8	6.8	1.9	19.4	N/A	N/A
Socio-Economic Status									
Subsidized meals	113	99.1	55.0	38.0	6.0	1.0	16.0	No	Yes
Full-pay meals	6	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	119	100.0	76.4	22.6	0.9	0.0	0.9
Gender							
Male	77	100.0	77.6	22.4	0.0	0.0	0.0
Female	42	100.0	74.4	23.1	2.6	0.0	2.6
Racial/Ethnic Group							
White	9	100.0	I/S	I/S	I/S	I/S	I/S
African American	105	100.0	76.8	22.1	1.1	0.0	1.1
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	87	100.0	68.8	29.9	1.3	0.0	1.3
Disabled	32	100.0	96.6	3.4	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	119	100.0	76.4	22.6	0.9	0.0	0.9
English Proficiency							
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	115	100.0	76.7	22.3	1.0	0.0	1.0
Socio-Economic Status							
Subsidized meals	113	100.0	79.0	20.0	1.0	0.0	1.0
Full-pay meals	6	100.0	I/S	I/S	I/S	I/S	I/S

Social Studies							
All Students	119	98.3	74.3	24.8	1.0	0.0	1.0
Gender							
Male	77	98.7	73.1	26.9	0.0	0.0	0.0
Female	42	97.6	76.3	21.1	2.6	0.0	2.6
Racial/Ethnic Group							
White	9	88.9	I/S	I/S	I/S	I/S	I/S
African American	105	99.0	74.5	24.5	1.1	0.0	1.1
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	87	97.7	67.1	31.6	1.3	0.0	1.3
Disabled	32	100.0	93.1	6.9	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	119	98.3	74.3	24.8	1.0	0.0	1.0
English Proficiency							
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	115	98.3	74.5	24.5	1.0	0.0	1.0
Socio-Economic Status							
Subsidized meals	113	98.2	74.7	25.3	0.0	0.0	0.0
Full-pay meals	6	100.0	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	53	100.0	46.3	41.5	12.2	0.0	12.2
	4	82	98.8	46.3	41.8	10.4	1.5	11.9
	5	94	97.9	59.2	35.5	5.3	0.0	5.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	36	100.0	26.7	36.7	33.3	3.3	36.7
	4	45	100.0	57.5	35.0	7.5	0.0	7.5
	5	38	100.0	50.0	44.4	5.6	0.0	5.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	53	100.0	58.5	39.0	0.0	2.4	2.4
	4	82	98.8	62.7	26.9	9.0	1.5	10.4
	5	94	97.9	52.6	46.1	0.0	1.3	1.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	36	100.0	33.3	53.3	6.7	6.7	13.3
	4	45	100.0	67.5	25.0	7.5	0.0	7.5
	5	38	97.4	52.8	41.7	5.6	0.0	5.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	53	100.0	82.9	14.6	0.0	2.4	2.4
	4	82	98.8	76.1	20.9	3.0	0.0	3.0
	5	94	97.9	85.5	13.2	1.3	0.0	1.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	36	100.0	56.7	40.0	3.3	0.0	3.3
	4	45	100.0	90.0	10.0	0.0	0.0	0.0
	5	38	100.0	77.8	22.2	0.0	0.0	0.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	53	100.0	82.9	17.1	0.0	0.0	0.0
	4	82	98.8	50.7	46.3	3.0	0.0	3.0
	5	94	97.9	75.0	25.0	0.0	0.0	0.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	36	97.2	44.8	51.7	3.4	0.0	3.4
	4	45	97.8	90.0	10.0	0.0	0.0	0.0
	5	38	100.0	80.6	19.4	0.0	0.0	0.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 297)				
First graders who attended full-day kindergarten	94.7%	Up from 83.6%	100.0%	100.0%
Retention rate	1.6%	Down from 5.5%	4.0%	2.8%
Attendance rate	95.5%	Up from 93.7%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 7.1%	0.2%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 7.1%	0.2%	0.0%
Eligible for gifted and talented	1.6%	Down from 1.7%	3.2%	10.4%
On academic plans	55.8%	N/AV	49.2%	33.6%
On academic probation	36.4%	N/AV	3.8%	1.0%
With disabilities other than speech	11.9%	Down from 12.3%	7.2%	7.5%
Older than usual for grade	1.2%	Down from 1.3%	1.5%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.3%	Up from 0.0%	0.0%	0.0%
Teachers (n= 27)				
Teachers with advanced degrees	55.6%	Up from 50.0%	51.7%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	8.9%	N/A	4.8%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	3.2%	0.0%
Teachers returning from previous year	69.7%	Down from 75.0%	82.5%	87.3%
Teacher attendance rate	93.6%	Up from 91.4%	94.6%	94.9%
Average teacher salary	\$40,246	Down 7.3%	\$41,280	\$42,485
Prof. development days/teacher	17.9 days	Up from 15.5 days	15.3 days	13.3 days
School				
Principal's years at school	1.0	Down from 4.0	4.0	4.0
Student-teacher ratio in core subjects	15.3 to 1	Down from 19.1 to 1	16.2 to 1	18.6 to 1
Prime instructional time	87.1%	Up from 82.2%	88.3%	89.7%
Dollars spent per pupil*	\$6,897	Up 10.0%	\$8,130	\$6,557
Percent of expenditures for teacher salaries*	51.8%	Down from 71.3%	57.7%	64.0%
Percent of expenditures for instruction*	65.6%		68.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	94.2%	Down from 99.0%	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development	Good	No change	Good	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	10.7%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	10.5%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Malcolm C. Hursey prides itself on developing robust readers, writers and thinkers. We work together as a professional learning community emphasizing integrated units of study through CCSD's balanced literacy program. Our teaching staff participates in weekly team meetings to sustain professional development and data analysis. Our data wall has provided a visual that shows we are rigorous about our teaching. The coaching model affords our teaching staff an over-the-shoulder perspective in strategies, tools and resources paired with research-based best practices based on the National Professional Development Standards.

The Charleston Plan for Excellence leads Hursey with its instructional framework. The School Improvement Council and teaching staff work collaboratively to implement the school renewal plan. The SC State Standards and the Coherent Curriculum align our instructional planning and delivery. We set the goals high and nurture the phases of learning development for each child. The teachers are expected to model, guide, coach and inspire children daily. Our academic interventions are carefully monitored and adjusted to ensure we measure academic growth every four weeks.

The extensions we create with outside agencies scaffold the strong character education paired with positive interventions systems. Connecting families to services fortifies a network of productive persons who problem-solve and share best plans on behalf of children. Our partnerships with Ameri Corps, Senior Corps, numerous mentors, and volunteers strengthen our continuum of service. We offer parenting classes, job-seeking skills, Motherhead, computer classes, the School of the Arts partnership and other related services. Our on-site Reading Buddies program (reading side-by-side) ties our younger students to mature readers to build fluency. Our extended day program served over 85% of our students.

Our positive culture and climate creates a foundation where all students have the right to stretch and set goals for reaching their potential and where parents feel and know they are welcome. Our academic rigor and focused attention use best literature as a tool to motivate and connect students to authentic daily writing experiences across all content areas. Each child is presented daily with opportunities to think differently. Humility and patience are virtues that are modeled, demonstrated and expected.

All adults learn beside all children. Our focused commitment nourishes the children's progress towards academic success. Malcolm C. Hursey bridges literacy and learning and guides our children to brighter horizons.

La Dene' A. Conroy, Principal

Maria Moeller, School Improvement Council Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	23	36	26
Percent satisfied with learning environment	82.6%	83.3%	88.5%
Percent satisfied with social and physical environment	87.0%	86.1%	92.3%
Percent satisfied with school-home relations	52.2%	97.2%	91.7%

*Only students at the highest elementary school grade level at this school and their parents were included.